

**BARRE UNIFIED UNION SCHOOL DISTRICT
REGULAR BOARD MEETING**

June 24, 2021 at 5:30 p.m.

In-Person Option: Barre City Elementary and Middle School “James Taffel” Library
50 Parkside Terrace, Barre, VT 05641

Virtual Option: Click this link to join the meeting remotely:
Meeting ID: meet.google.com/vxi-arvi-mgb
Phone Numbers: [\(US\)+1 929-777-4801](tel:(US)+1929-777-4801) PIN: 769 689 006#

Please Note: If you attend the meeting remotely you must state your name for the record to satisfy the Open Meeting Law

AGENDA

1. Call to Order
2. Additions or Deletions with Motion to Approve the Agenda
3. Comments for Items Not on the Agenda
 - 3.1. Public Comment
 - 3.2. Student Voice
4. Consent Agenda
 - 4.1. Meeting Minutes for Regular Meeting June 10, 2021
5. Current Business
 - 5.1. New Hires **[ACTION]**
 - 5.2. Resign/Retire
 - 5.3. Annual Recommendation of HHB Report Recipients **[ACTION]**
 - 5.4. Open Meeting - In-Person Meetings
 - 5.5. Interim Positions
 - 5.6. Staff Transfers
 - 5.7. BCEMS Principal Position/Process Update
 - 5.8. CVCC Recovery Plan
 - 5.9. FY21 Financials
6. Old Business
 - 6.1. Second and Final Reading Sexually Transmitted Infections (STI) And Pregnancy Prevention Education Policy (C43) **[ACTION]**
 - 6.2. Second and Final Reading District Equity Policy (C29) **[ACTION]**
 - 6.3. Vision, Mission, and Strategic Goals
7. Other Business/Round Table
8. Future Agenda Items
9. Next Meeting Date: Regular BUUSD Board Meeting, July 8, 2021 at 5:30 pm via Google Meet
10. Executive Session
11. Adjournment

PARKING LOT OF ITEMS

- RAN Recommendation Approval (July)
- Surplus Funds Discussion
- Administrative Job Descriptions: Superintendent of Schools & Assistant Superintendent of Instruction
- Legal Counsel Review - Policy (B20) Personnel Recruitment, Selection, Appointment and Background Check
- Use of Facilities: Consistent Fee Schedule and Rental Application Form
- Change in Articles of Agreement
- Negotiations/Personnel Committee
- Student Members

BOARD MEETING NORMS

- Keep the best interest of the school and children in mind, while balancing the needs of the taxpayers
- Make decisions based on clear information
- Honor the board's decisions
- Keep meetings short and on time
- Stick to the agenda
- Keep remarks short and to the point
- Everyone gets a chance to talk before people take a second turn
- Respect others and their ideas

DRAFT

BARRE UNIFIED UNION SCHOOL DISTRICT BOARD MEETING

Via Video Conference – Google Meet
June 10, 2021 - 5:30 p.m.

MINUTES

BOARD MEMBERS PRESENT:

Sonya Spaulding (BC) – Chair
 Alice Farrell (BT) – Vice Chair
 Guy Isabelle (At-Large) - Clerk
 Gina Akley (BT)
 Renee Badeau (BT)
 Tim Boltin (BC)
 Chris Parker (BT)
 Sarah Pregent (BC)
 Abigayle Smith (BC)

BOARD MEMBERS ABSENT:

ADMINISTRATORS PRESENT:

David Wells, Superintendent
 Mary Ellen Simmons, Assistant Superintendent of Instruction
 Emmanuel Ajanma, Director of Technology
 Stacy Anderson, Director of Special Services
 Hayden Coon, BCEMS Principal
 Chris Hennessey, BCEMS Principal
 Carol Marold, Director of Human Resources
 Jennifer Nye, BTMES Principal
 Erica Pearson, BTMES Principal
 Lisa Perreault, Business Manager
 Brenda Waterhouse, SHS Principal

GUESTS PRESENT:

Dave Delcore – Times Argus	Jody Emerson	Karen Fredericks	Tara Grenier	Josh Howard
Prudence Krasofski	Colleen Kresco	Kerri Lamb	Jessica Maurais	Ted Mills
Rebekah Mortensen	Sue Paxman	Rachael Van Vliet	Jim Werbinski	

As the meeting was held via video conferencing, a roll-call vote was taken for each action item. Each Board Member was individually polled and voted to approve all motions that are listed as unanimously approved.

1. Call to Order

The Chair, Mrs. Spaulding, called the Thursday, June 10, 2021, Regular meeting to order at 5:32 p.m., which was held via video conference.

2. Additions and/or Deletions to the Agenda

5.2 A new resignation (received today), will be presented
 5.4 RAN Recommendation Approval – Tabled until the next meeting
 5.9 BEA Grievance Hearing – Delete – Has been resolved
 6.2 FY21 Financials – Tabled until the next meeting
 Add 7.8 Update on CVCC Governance Meeting

On a motion by Mr. Isabelle, seconded by Mrs. Pregent, the Board unanimously voted to approve the Agenda as amended. Mrs. Farrell was not present for the vote.

3. Public Comment for Items Not on the Agenda

3.1 Public Comment

Jim Werbinski addressed the Board with an inquiry related to graduation plans for Spaulding High School, including the date and

DRAFT

parents inability to attend an indoor graduation . In response to the query, Mrs. Waterhouse advised regarding the date of graduation, which was determined based on the school calendar (including possible make-up days resulting from possible snow days). Additionally, Mrs. Waterhouse advised regarding changes to indoor graduation plans, which will now be held in the gymnasium, and will allow for a limited amount of spectators (based on State Guidelines). Tickets will be provided to students at graduation practice, and will be used if an indoor graduation is necessary (due to weather). In response to a query regarding paid student parking permits, it was noted that faculty do not pay for parking passes, and that student parking fees are used towards prizes (t-shirts etc.) for students. In response to a request from Josh Howard, to hold negotiations in public, Mrs. Spaulding advised that negotiations, by law, must be held in closed sessions (not open meetings). It was noted that Negotiation Sessions are not Negotiation Committee meetings, and are not publicly warned, as members of the public are not allowed to attend. Negotiation Committee meetings are open meetings, are warned, and do have a Public Comment item on the agenda. In response to a query regarding the insurance carrier for staff health insurance, Mrs. Spaulding advised that insurance is secured through VEHI, and she is unsure who the current carrier is. Mrs. Spaulding suggested that Mr. Howard contact Mrs. Marold or Mrs. Perreault for additional information regarding projected rates.

3.2 Student Voice

None.

4. Consent Agenda

4.1 Approval of Minutes – May 26, 2021 Special Meeting and May 27, 2021 Regular Meeting

On a motion by Mr. Boltin, seconded by Mrs. Pregent, the Board unanimously voted to approve the Minutes of the May 26, 2021 Special Meeting and the May 27, 2021 Regular Meeting. Mrs. Farrell was not present for the vote.

5. Current Business

5.1 New Hires

The resumes and BUUSD Notification of Employment Status Forms for Carlos Diaz (CVCC Digital Media Arts II Instructor), Dorinne Dorfman (BTMES Literacy Interventionist), Cathie Ely (BTMES Literacy Interventionist), Charlotte Murphy (BCEMS (Restorative Classroom Teacher), Karen Fredericks (MTSS Coordinator), and Rebekah Mortensen (Assistant Director of Special Services) were distributed.

Mr. Wells provided an overview of the candidates. Mrs. Spaulding advised that Board approval is not necessary for Karen Fredericks.

On a motion by Mr. Isabelle, seconded by Mrs. Pregent, the Board unanimously voted to approve the hiring of Carlos Diaz, Dorinne Dorfman, Cathie Ely, and Charlotte Murphy.

In response to a query regarding the necessity of hiring for the positions presented, Mr. Wells provided an overview of the District's needs, including critical need to provide supports to students who have lost ground during the pandemic. The cost for outside placement of students was discussed, and it was noted that outplacement is much more expensive than keeping students within the district schools. The District has put forth much effort to keep students within the district, including creation of the SEA Program, and that because of the efforts being made, there have been 'unseen' savings, as fewer students are outplaced. There are multi-year grant funds for interventionists, and it is hoped that by the end of grant funding, students will be at a level where they no longer need these additional interventions. If additional intervention services are required, it is hoped that these positions will be funded through attrition. In response to a query, Mrs. Marold advised that there are currently 'too many' openings, especially in SPED, and in some classrooms. Mrs. Marold reported that it has been a very difficult hiring year. Mrs. Marold will present the vacancy report at the next Board meeting. In response to a query relating to staff ratios and responsibilities, Mrs. Spaulding encouraged Mr. Howard to contact Mrs. Anderson for additional information relating to Special Education roles and responsibilities. Additionally, Mr. Hennessey reiterated his invitation to Mr. Howard, to have a conversation regarding the essential nature of administrative positions. Additionally, Mrs. Farrell suggested that Mr. Howard visit the Federal website that deals with IDEA (the overlying Federal Legislation that deals with special education).

On a motion by Mr. Isabelle, seconded by Mrs. Pregent, the Board unanimously voted to approve Rebekah Mortensen for the position of Assistant Director of Special Services, contingent upon Ms. Mortensen securing an administrator license or provisional license.

Mrs. Marold provided an update on the open Middle School Principal position at BCEMS. The position was posted on 05/27/21, and will remain open until 06/18/21. HR is still working on a timeline, trying to coordinate with end of school activities and the start of summer vacation. It is hoped that the position will be filled by mid-July. There are currently 8 candidates. There is still one more individual to add to the hiring team. Ms. Parker queried regarding the position being posted as an interim position, noting that she did not understand that these two positions (BCEMS Principal and Superintendent) listed as interim were contingent upon each other. Mrs. Marold advised that the BCEMS position was posted for one year, as Mr. Hennessey may or may not return to that position. Mr. Hennessey is on a leave of absence from that position and would not need to reapply. It was noted that several Board Members were not aware that the BCEMS Middle School Principal position was being posted as an interim position. Mr. Boltin raised concern

DRAFT

that it was his understanding that Mr. Hennessey forfeited/vacated the Principal position when he accepted the Interim Superintendent position. Mrs. Farrell was also not aware that the BCEMS Principal position was 'interim', and respectfully requested that this discussion be tabled, and that additional discussion be held in Executive Session or a publicly warned meeting, after all parties have received additional information. It was clarified that discussion of 'positions' rather than individual people must be held in open session. Mrs. Marold would like to hold some of the discussion in Executive Session. It was agreed that the hiring process for interim positions be added to a future agenda.

5.2 Resignations/Retirements

Mr. Wells advised that he received a letter of resignation from Stefanie Seng. No action is necessary. Mr. Wells will provide a copy of the resignation for the next meeting.

5.3 RFP Approvals

A document titled 'BTMES Bleacher Replacement-Summer 2021' was distributed.
A document titled 'SHS Auditorium AV System Upgrade – Summer 2021' was distributed.
A document titled 'Snow Plow Contract Renewal – FY22 – FY23' was distributed.
A document titled 'Copier Contract Renewal – FY22 – FY24' was distributed.

Mr. Wells provided an overview of the RFP's. Brief discussion was held and Mrs. Perreault advised regarding the bidding process, advising that the BUUSD did its due diligence to reach out to vendors. Mrs. Perreault advised regarding the bidding process for the audio visual system, noting that the bid is very reasonable and reflects only a slight increase over last year's bid. The Board had previously approved this project, which was put on hold due to COVID. It is the Superintendent's recommendation to contract with Robert H Lord, Co. for the BTMES Bleacher Replacement project, Audio-Video Corporation for the SHS Auditorium AV System Upgrade project, Thomas Property Management for the Snow Plow Contract, and Office Systems for the Copier Contract.

On a motion by Mr. Isabelle, seconded by Mrs. Farrell, the Board unanimously voted to contract with Robert H Lord, Co. for the BTMES Bleacher Replacement project, Audio-Video Corporation for the SHS Auditorium AV System Upgrade project, Thomas Property Management for the Snow Plow Contract, and Office Systems for the Copier Contract.

5.4 RAN Recommendation Approval

This agenda item is tabled until the next Board meeting.

5.5 Annual Recommendation of Truant Officers

A document titled 'Title 16 Education, Chapter 25 ATTENDANCE AND DISCIPLINE §1125 Truant officers' was distributed. Mr. Wells provided a brief overview of the requirement that the Board appoint Truant Officers for each school, and advised regarding his recommendation for each school. Designation of Truant Officers is required by statute for grades 7 and above.

On a motion by Mrs. Farrell, seconded by Mr. Boltin, the Board unanimously voted to appoint Pierre Laflamme, as Truant Officer for Barre City Elementary and Middle School, Ted Mills as Truant Officer for Barre Town Middle and Elementary School, and Jim Ferland as Truant Officer for Spaulding High School

It was noted that in the past, CVCC has appointed Scott Griggs to this position, but Ms. Chamberlin has advised that CVCC does not need to appoint a Truant Officer, as CVCC students' sending schools are responsible for filling this role.

5.6 Annual Recommendation of HHB Report Recipients

A copy of 16 V.S.A. §570a from the Vermont Statutes Online was distributed. A copy of Policy C10 – Policy on the Prevention of Harassment, Hazing and Bullying of Students was distributed. The document lists HHB Report Recipients for the BSU, the BUUSD, SHS, BCEMS, BTMES, and CVCC. Mr. Wells advised regarding the individuals for each school. Brief discussion was held regarding the current and past policies which name multiple individuals for each school. The Board agreed to table discussion until the next meeting, and to have additional research performed prior to voting on recommended candidates.

5.7 First Reading Sexually Transmitted Infections (STI) And Pregnancy Prevention Education Policy (C43)

A copy of the policy was distributed. Ms. Parker advised that the policy is being amended slightly due to a change in the law. Parents of high school students can no longer withhold permission for their children's' participation in the program.

On a motion by Mr. Isabelle, seconded by Ms. Smith, the Board unanimously voted to approve the First Reading of the Sexually Transmitted Infections (STI) And Pregnancy Prevention Education Policy (C43).

5.8 First Reading District Equity Policy (C29) – Recommended Policy

A copy of the Policy was distributed. Ms. Parker advised that this is a VSBA Recommended policy and the only change from the VSBA policy relates to the frequency of reporting. The policy has been changed to reflect quarterly reporting rather than monthly

DRAFT

reporting. Mrs. Spaulding voiced concern regarding; implementation, prioritization, and management. It was agreed that the Board be provided with a baseline to document ‘where we are’, so that there will some idea of what the outcome indicators are and a vehicle in which to measure success. In response to a query, it was noted that the District has been working (without an active policy) to achieve equity within the District, and that this policy is presented for adoption because the VSBA created a model policy on this matter, and is recommending that districts adopt the policy. This policy helps solidify the District’s stance on equity.

On a motion by Mrs. Pregent, seconded by Ms. Parker, the Board unanimously voted to approve the First Reading of the District Equity Policy (C29).

~~—5.9 BEA Grievance Hearing~~

Agenda item deleted. Kept as a placeholder.

5.10 Open Meeting Law

A memorandum from Sue Ceglowski, Executive Director – VSBA (dated 06/04/21) was distributed. A memorandum to the Board from Mr. Wells (dated 06/09/21) re: Open Meeting Law and Participation via Video was distributed. A copy of Policy A20 (Board Meetings, Agenda Preparation & Distribution) was also distributed. Mrs. Spaulding advised regarding the documentation included in the packet, and advised that she would like the Board to hold discussion to assure that the Board is in compliance with anticipated changes, and that future meetings include a virtual component to allow participation from the public and those needing to meet remotely. Mr. Wells understands that the Board believes virtual attendance allows more members of the public to participate and that the Board wishes to continue with this option. Mr. Wells met with Mr. Ajanma and Mr. Allen and they are performing research that will allow a device to be available during meetings to easily allow virtual participation and will include recording of meetings. Mrs. Akley queried regarding the option for Board Members to participate remotely. Mrs. Spaulding stressed the importance of participation, whether it be in person or remotely (for both Board Members and community members). It was noted that at least one Member of the Board needs to be present at a physical meeting location. Remote meetings have allowed for less Board Member absenteeism and more participation from the community. Ms. Parker advised that meeting remotely allows Board Members to attend lengthy meetings that they might otherwise have to leave or not attend, if required to attend in person. Mrs. Spaulding advised that the next meeting will continue to be held on the current platform, with the majority of Board Members attending remotely, and moving forward, the Board will figure out a way to hold meetings in a hybrid fashion, or all in person with remote options. It was noted that the policy indicates the June meeting would normally be held at BCEMS in the library, but the physical location will be finalized and announced. A community member strongly supports continuing with a remote option for Board and community members.

6. Old Business

6.1 Second and Final Reading Student Clubs and Activities Policy (C23) – Recommended Policy

A copy of the policy was distributed.

On a motion by Mrs. Farrell, seconded by Ms. Parker, the Board unanimously voted to approve the Second and Final Reading of the Student Clubs and Activities Policy (C23), and agreed to adopt said policy.

6.2 FY21 Financials

This item is tabled until the next Board meeting.

6.3 Vision, Mission, and Strategic Goals

The final meeting of the Design Team will be on 06/16/21. The Design Team will review stakeholder feedback and make modifications to the draft documents if necessary. This item will be added to the 06/24/21 Agenda for review and possible finalization/approval by the Board.

7. Reports

7.1 Building Reports: Central Office, SHS, CVCC, BCEMS, and BTMES

The Superintendent’s Report for June 2021 was distributed. Building/Principal Reports for SHS, CVCC, BCEMS and BTMES were distributed. The SHS News Letter for 06/07/21, the SHS Virtual Awards Assembly Awards report, BCEMS ‘Garden News’, and the BTMES News Letter for June 2021 were also distributed. Mrs. Waterhouse announced that the baseball team made it to the Division 2 State Championship game (Sunday 06/13/21 at 11:00 a.m.). The team has had an amazing season. Girls Softball played Middlebury last week, sporting washable Pride Month Awareness tattoos. The Middlebury team asked for and received some of these tattoos, applied them, and took pictures to show their support as well. The National Honor Society held its induction ceremony this evening. There are 71 juniors and seniors being inducted as members. Mrs. Waterhouse also advised that SHS is in the tentative process of planning a Music Department Disney ‘field trip’. This trip was taken a few years ago, was planned for this year, but was prevented from happening due to COVID. At least 20 students must agree to participate in order to move forward with planning. It is a music educational, performance experience. Students will only miss one student day, as the trip is mainly held during February break.

DRAFT

Mr. Coon highlighted the 7 member Special Education Pre-school Team that was recognized by the Vermont Association for the Blind and Visually Impaired for their outstanding work supporting a pre-school student. Additionally, Mr. Coon advised that kindergarteners were celebrated today, and a video of the celebrations will be available. Ms. Pearson thanked students and parents for their patience and flexibility during student pick-up, and for coming out to support the budget.

7.2 Communications Committee

Minutes from the June 3, 2021 meeting were distributed. Mrs. Farrell reported that the last meeting centered mainly on promotion of the 3rd budget vote. The Committee also discussed promotion of the Vision, Mission, Strategic Planning Initiative, and discussed additional upcoming activities, including the Summer Program. Mr. Allen was thanked for not only his work, but for the guidance he provides to other Communications staff.

The next meeting is Thursday, July 1, 2021 at 5:30 p.m.

7.3 Finance Committee

Minutes from the May 18, 2021 meeting were distributed. Mrs. Pregent reported that the last meeting centered on discussion of budget draft 5, ESSER funding updates, RFPs, and year-end projections.

The next meeting is Tuesday, June 15, 2021 at 5:30 p.m.

7.4 Facilities & Transportation Committee

Minutes from the May 24, 2021 meeting were distributed. Mr. Isabelle reported that the Committee discussed updated projects. The next meeting is Monday, June 14, 2021 at 5:30 p.m.

7.5 Policy Committee

Minutes from the May 17, 2021 meeting were distributed. Ms. Parker reported that the Committee has been discussing the policies currently being presented to the Board (for 1st and 2nd Readings), and have also been discussing the Anti-Racism Policy. Additionally, a student attended the last meeting requesting that the District schools fly the Black Lives Matter flag. This individual will be invited to attend a Board meeting to present his request.

The next meeting is Monday, June 21, 2021 at 5:30 p.m.

7.6 Curriculum Committee

The May meeting was cancelled. The next meeting is Tuesday, June 22, 2021 at 5:30 p.m.

7.7 Negotiations Committee

Mrs. Spaulding advised that the Board and Association Negotiating Teams met for their third negotiating session. Final proposals were exchanged and discussed between the parties for both the Teacher and Para-Educator Agreements. The next Negotiations Session is scheduled for June 21, 2021 at 5:30 p.m. The next Negotiations Committee meeting is to be determined.

7.8 Update on CVCC Governance Meeting

Mr. Isabelle reported that the Committee received information relating to the governance structures for 3 independently standing career center boards. The meeting was very informative. The next meeting is scheduled for 06/15/21.

8. Other Business/Round Table

The Finance and Communications Committees, Business Manager, and Communications Specialist were thanked for their efforts on budget development and promotion. The voters were thanked for their support of the budget.

Mrs. Papineau, retiring Central Office Receptionist, was thanked for her years of service.

Athletic Teams were congratulated on their successful seasons.

Dave Delcore (Times Argus) was thanked for reporting on school related matters.

The SHS Baseball Team was wished well in the upcoming State Championship Game.

Mr. Wells was thanked for his service and wished well in his new ventures.

Mr. Boltin requested that before any salary raises are given for the upcoming year, that the salaries for the assistant athletic coaches be reinstated. This item will be added to a Finance Committee agenda.

DRAFT

Board and community members were thanked for participating in the 'Honk and Wave'.

Administrators and staff were thanked for their efforts during this difficult year and for all of the work and considerations being given to planning end-of- year activities.

Mrs. Farrell inquired regarding the possibility of not requiring masks on the last day of school. It was noted that administrators will follow guidelines and CDC recommendations.

Mrs. Nye advised that administrators are very appreciative of students, staff, and the community (including the Barre Town Police Department), for their efforts during this school year under COVID restrictions. Community feedback has been very much appreciated.

Mr. Hennessey gave a heartfelt thank you to the Barre community for coming out to vote.

Mrs. Waterhouse invited the entire community to attend graduation, and help celebrate the graduates. Mrs. Waterhouse would like the graduation ceremony to be a community event.

Mr. Wells thanked those who came out and voted and also thanked those involved in the budget development process. Mr. Wells advised that enrollment for the summer programs is complete and there are a little over 250 students who will participate in these worthwhile programs.

Mrs. Spaulding reported that she chaperoned the Senior Prom, and was very impressed with the students, who were a pleasure to be around and were very respectful. The event was a lot of fun.

Mr. Isabelle thanked Mrs. Spaulding for her leadership of the Board.

Mrs. Poulin apologized to her son David, for missing the ceremony this evening where he was inducted into the National Honor Society.

9. Future Agenda Items

- Hiring Process for Interim Positions
- BCEMS Middle School Principal Hiring Process (timeline)
- RAN Approval
- Recommendation of Annual HHB Recipients
- FY21 Finances
- Vision, Mission, & Strategic Goals
- Surplus Fund Discussion

10. Next Meeting Date

The next Regular Meeting is Thursday, June 24, 2021 at 5:30 p.m. via video conference (Google Meet)

11. Executive Session

11.1 AFSCME Contract

11.2 BEA Grievance Update

Items proposed for discussion in Executive Session include the AFSCME Contract and a BEA Grievance Update.

On a motion by Mrs. Pregent, seconded by Mr. Isabelle, the Board unanimously agreed to find that premature general public knowledge of the items proposed for discussion would clearly place the Barre Unified Union School District at a substantial disadvantage should the discussion be public.

On a motion by Mrs. Pregent, seconded by Mr. Isabelle, the Board unanimously voted to enter into Executive Session, with Mr. Wells, Mrs. Marold, Mrs. Perreault, and Mr. Hennessey in attendance for AFSCME Contract discussions – Agenda Item 11.1, and Mr. Wells in attendance for the Update on the BEA Grievance Resolution – Agenda Item 11.2, at 7:47 p.m. under the provisions of 1 VSA section 313 to discuss the items proposed for discussion.

The remaining information was provided by the Board Clerk.

On a motion by Mrs. Pregent, seconded by Mr. Boltin, the Board unanimously voted to exit Executive Session at 8:29 p.m.

DRAFT

12. Adjournment

On a motion by Mrs. Pregent, seconded by Mrs. Farrell, the Board unanimously voted to adjourn at 8:31 p.m.

Respectfully submitted,
Andrea Poulin

BARRE UNIFIED UNION SCHOOL DISTRICT

NEW HIRE NOTIFICATION FORM

Complete and Submit to the Central Office
(please submit via email to hr@buusd.org)

Date Received by Central Office:

To be Completed by Hiring Administrator: (please leave notes for Central Office on the back page)

Name: Location:

Submission Date: Administrator Action/Checklist Complete: ☒ Y ☐ N

Position: Grade (If Applicable):

Endorsement (If Applicable): ☐ Hourly-Non Exempt ☒ Salary-Exempt

Hours Per Day: Scheduled Hours: a.m. to p.m.

Account Code:

Replacement? ☐ Y ☒ N

If Yes, For Whom? Salary Rate: \$

Administrator Approval: Signature Date:

REVERSE SIDE: Complete the New Hire Checklist prior to emailing candidate packet for Superintendent review.

For Central Office Use Only:

Contract Complete Date Offer Letter Complete Date DOH

Total Years of Experience: Step: Salary Placement: \$

Hourly Rate: \$ Salary Rate: \$ Seniority Date:

Contract Type: ☒ Teacher ☐ Para ☐ Replacement ☐ Interim ☐ Offer/Non-Contracted Letters
☐ AFSCME ☐ N/A

Days Per Year: Salary: \$ Contract Days:

Teacher: AOE Endorsement: ☐ YES ☒ NO *seeking provisional license*

If No, Required: ☐ Provisional ☐ Emergency ☐ Apprenticeship

Para-Educator: Associates Degree ☐ YES ☐ NO (If NO) → ParaPro ☐ YES has passed ParaPro
☐ NO will need to take ParaPro


Superintendent and/or HR Director Approval Signature

Date

Marissa Hebert

~~XXXXXXXXXXXXXXXXXXXXXXXXXXXX~~
~~XXXXXXXXXXXXXXXXXXXXXXXXXXXX~~

Education

Johnson State College

Johnson, Vermont

Graduate Coursework

Major: Early Childhood Special Education

Credit Hours: 16

Did not graduate, dates not provided

Transcript

(259KB)

Norwich University

Northfield, Vermont

Bachelor of Science

Major: Communications, **Minor:** Elementary Education and Psychology

Attended September 2003 to December 2007

Degree conferred December 2007

Experience

Family Center of Washington County

Jan 2019 - Present

Early Interventionist

Montpelier, Vt

Responsibilities include:

?Identifying children at risk of developmental delays, administering evaluations and determining eligibility.

?Working collaboratively with families, specialists, service providers etc. to come up with appropriate developmental goals and implementing them in order to decrease the delay or maintain age appropriate development.

?Creating case management, developmental education and collaborate service coordination while providing detailed notes.

?Create and implement a One Plan and provide support in the transition to school age services as the child nears 3 years old.

Reason for leaving: I absolutely love my job; the families that I work with, the interactions and the complexities that come with each referral. However, I want to continue to challenge myself personally and professionally. I would like to continue my career in a school district while the work may be similar the environment would be a change of pace.

Supervisor: Christle Brooks (8022623292)

Experience Type: Other, Full-time

it is OK to contact this employer

Resume

Marissa Hebert

34 Cogswell St. Graniteville, Vt. 05654

Phone: (802) 522-6894 · M62Hebert@Gmail.Com

Education:

Lyndon State University: Lyndon, Vermont

Working on Masters in Education, Early Childhood Special Education 2016 - 2018

Norwich University: Northfield, Vermont

Bachelor of Science, Communications 2007

Concentration in Elementary Education and Psychology

Experience:

The Family Center of Washington County: Montpelier, Vermont 2018- present

Children's Integrated Services – Early Intervention

Responsibilities include:

?-Identifying children at risk of developmental delays, administering evaluations and determining eligibility.

?-Working collaboratively with families, specialists, service providers etc. to come up with appropriate developmental goals and implementing them in order to decrease the delay or maintain age appropriate development.

?Creating case management, developmental education and collaborate service coordination while providing detailed notes.

?Create and implement a One Plan and provide support in the transition to school age services as the child nears 3 years old.

The Family Center of Washington County: Montpelier, Vermont 2011- 2018

Preschool Teacher 2011- 2012

Infant Teacher 2012- 2018

Responsibilities include:

-Creating a developmentally age appropriate curriculum

-Designing and maintaining a safe learning environment that supports social and emotional developmental growth while also being informed on any trauma background.

-Maintaining accurate documentation and assessments.

-Initiating communication for Early Intervention referrals and evaluation and maintaining communication between all parties involved in the plan of action.

-Creating an open and safe space for parents, children, other teachers and support staff to communicate their concerns and build positive relationships.

Turtle Island Children's Center: Montpelier, Vermont 2009- 2011

Head Teacher

Responsibilities include:

-Creating the flow and curriculum of the classroom

-Establishing Emergent Curriculum

-Supervising activities that maintain the interest of the children

-Maintain a fun learning environment

-Support social and emotional development

-Foster an open dialogue between the school, myself and parents

-Maintain the documentation of state assessments and progress journals

-Prepare conference notes

Orange County Parent Child Center: Chelsea, Vermont 2009

Teacher

Responsibilities include:

-Co-operatively planning the flow and curriculum of the day

-Supervise activities that engage the children in a fun learning environment

- Work on interpersonal skills as well as supporting the social emotional development; individual needs and backgrounds of the children
- Observation and documentation of state assessments and progress journals

?

BARRE UNIFIED UNION SCHOOL DISTRICT

NEW HIRE NOTIFICATION FORM

Complete and Submit to the Central Office
(please submit via email to hr@buusd.org)

Date Received by Central Office:

To be Completed by Hiring Administrator: (please leave notes for Central Office on the back page)

Name: <input style="width: 400px;" type="text" value="Sara Ford"/>		Location: <input style="width: 300px;" type="text" value="Spaulding High School"/>	
Submission Date: <input style="width: 150px;" type="text" value="6/11/2021"/>	Administrator Action/Checklist Complete: <input checked="" type="checkbox"/> Y <input type="checkbox"/> N		
Position: <input style="width: 350px;" type="text" value="History & Financial Literacy"/>		Grade (If Applicable): <input style="width: 150px;" type="text" value="9-12"/>	
Endorsement (If Applicable): <input style="width: 250px;" type="text" value="Social Studies: 7-12"/>		<input type="checkbox"/> Hourly-Non Exempt	<input checked="" type="checkbox"/> Salary-Exempt
Hours Per Day: <input style="width: 80px;" type="text" value="7.5"/>	Scheduled Hours: <input style="width: 100px;" type="text" value="7:35"/>	a.m. to <input style="width: 80px;" type="text" value="3:05"/>	p.m.
Account Code: <input style="width: 700px;" type="text"/>			
Replacement? <input checked="" type="checkbox"/> Y <input type="checkbox"/> N			
If Yes, For Whom? <input style="width: 400px;" type="text" value="Ben Ark & Carter Semple"/>		Salary Rate: \$ <input style="width: 150px;" type="text" value="52,180 / 44,571"/>	
Administrator Approval: <input style="width: 300px;" type="text" value="Brenda Waterhouse, Principal"/>		Signature Date: <input style="width: 150px;" type="text" value="6/11/2021"/>	

REVERSE SIDE: Complete the New Hire Checklist prior to emailing candidate packet for Superintendent review.

For Central Office Use Only:

Contract Complete Date <input style="width: 100px;" type="text"/>	Offer Letter Complete Date <input style="width: 100px;" type="text"/>	DOH <input style="width: 100px;" type="text"/>
Total Years of Experience: <input style="width: 50px;" type="text" value="1"/>	Step: <input style="width: 50px;" type="text" value="BA 2"/>	Salary Placement: \$ <input style="width: 100px;" type="text" value="41,211"/>
Hourly Rate: \$ <input style="width: 100px;" type="text"/>	Salary Rate: \$ <input style="width: 100px;" type="text"/>	Seniority Date: <input style="width: 100px;" type="text"/>
Contract Type: <input checked="" type="checkbox"/> Teacher <input type="checkbox"/> Para <input type="checkbox"/> Replacement <input type="checkbox"/> Interim <input type="checkbox"/> Offer/Non-Contracted Letters		
<input type="checkbox"/> AFSCME <input type="checkbox"/> N/A		
Days Per Year: <input style="width: 80px;" type="text" value="190"/>	Salary: \$ <input style="width: 150px;" type="text" value="41,211"/>	Contract Days: <input style="width: 100px;" type="text"/>
Teacher: AOE Endorsement: <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO		
If No, Required: <input type="checkbox"/> Provisional <input type="checkbox"/> Emergency <input type="checkbox"/> Apprenticeship		
Para-Educator: Associates Degree <input type="checkbox"/> YES <input type="checkbox"/> NO (If NO) → ParaPro <input type="checkbox"/> YES has passed ParaPro		
<input type="checkbox"/> NO will need to take ParaPro		

Superintendent Approval Signature

Date

Sara Marie Ford

XXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXX

Education

Northern Vermont University-Johnson

Johnson, Vermont

Bachelor of Arts

Major: Political Science with Secondary Education Licensure, **Minor:**

History, Global Studies

GPA: 3.560

Credit Hours: 127

Attended August 2016 to May 2020

Degree conferred May 2020

Transcript

(67KB)

Experience

U-32 High School

Aug 2020 - Jun 2021

Social Studies Teacher

East Montpelier, Vermont

9th Grade Global Studies Teacher (four sections)

11th/12th Grade Psychology/Sociology Teacher (2 sections)

8th Grade TA Advisor

Building a positive relationship with students, parents, and staff to create a welcoming and rigorous learning environment

Collaborates with special educators and interdisciplinary content area teachers to develop supports for the 9th grade team

Designs and implements equitable and culturally inclusive curricula for multiple heterogeneously grouped courses

Implementing instruction through project and inquiry based learning

Provides diverse and engaging course work both in person and remotely

Intimate knowledge and experience with Canvas LMS

Serves as a mentor and teacher advisor to seven 8th grade students and their families.

Reason for leaving: End of contract-one year position.

Supervisor: Jody Emerson ((802) 229-0321)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Lamoille Union Middle School

Jan 2020 - Mar 2020

Student Teacher

Hyde Park, VT

Supervisor: Cori Rockwood (8028511300)

Experience Type: Student Teaching, Full-time

It is **OK** to contact this employer

Peoples Academy
Practicum II Student
Morrisville, VT

Aug 2019 - Nov 2019

Supervisor: Marc Ducharme (8028884600)
Experience Type: Student Teaching, Part-time
It is **OK** to contact this employer

Smugglers Notch Resort
Discovery Dynamos Camp Counselor
Jeffersonville, VT

Jun 2018 - Aug 2019

Supervisor: Harley Johnson (8023326854)
Experience Type: Other, Summer
It is **OK** to contact this employer

Lamoille Union Middle School
Practicum I Student
Hyde Park, VT

Jan 2019 - May 2019

Supervisor: Cori Rockwood (8028511300)
Experience Type: Student Teaching, Part-time
It is **OK** to contact this employer

Awards

AWARDS

Dean's List, Northern Vermont University 2016, 2018, 2019
Achieved a GPA of 3.5 or higher

Early College Program, Johnson State College 2016-2017
Opportunity to complete senior year of high school at a college

The Bill Doyle Political Science Award 2018
Awarded to students majoring in political science

Ellsworth Scholar with the Ellsworth Trust 2018, 2019
Awarded to outstanding students majoring in political science and history

Doris U. Spencer Endowment 2018
Awarded to outstanding education majors

Alumni Association General Scholarship 2018, 2019
Awarded to top students with strong academic records who also demonstrate evidence of community and college leadership and service and exceptional talent and ability

Carrie Hubbard Stewart Scholarship 2018, 2019

Awarded to women who are working their way through college

Donald & Susan Collins Endowment 2019
Awarded to outstanding education majors

Experiences

Ellsworth Trust, Johnson, VT 2019-Present
Trustee

Model United Nations, Northern Vermont University, Johnson, VT 2017-Present
Vice President

Harvard National Model United Nations, Boston, MA 2017-2019
Delegate

Student Government Associate, Johnson State College, Johnson, VT 2017-2018
Student Senator

Ellsworth Trust Student Liaison, Johnson, VT 2018-2019
Assistant to the Trust

Academic Areas of Interest

Political Corruption
North American History and Politics
Gender Equality
International Relations
Policy Making
State and Local Government
Tudor England
World War II
Present Day American and International Politics

Conference Presentations

"Political Corruption in American Government", Vermont State College Student Symposium,
Vermont State House, April 2019

"Political Corruption in American Government", Northern Vermont University Student
Symposium, Johnson Campus, April 2019

"Political Corruption in American Government", Humanities Department Symposium,
Johnson Campus, May 2019

Career History

Summer Fun University, Smugglers' Notch Resort, Jeffersonville, VT 2018-Present
Senior Counselor, Discovery Dynamos
Establishes and carries out daily schedule
Assists children and takes care of their needs
Manages conflicts between children
Communicates praises or concerns with families

Alumni Relations, Northern Vermont University, Johnson VT 2018-Present
Office Assistant

Communicates with alumni in order to update contact information and advertise social events
Fundraises for scholarship funds
Acts as a student liaison between scholarship committees and campus based students
Assists with artifact displays across campus

Model United Nations, Johnson State College, Johnson, VT 2017-Present

Vice President

Coordinates volunteer activities
Works with other departments for fundraising
Manages a team of eight students in Boston
Organizes meetings, set agendas, and records minutes
Contact and meet with boards
Arrange information panels for the public

Residential Life, Northern Vermont University, Johnson VT 2018-2019

Resident Assistant

Communicated important college information to residents
Coordinated events and facilitates
Created handouts and information material to be given out
Collaborated with fellow Resident Assistants, Hall Advisor, and Housing Director
Maintained healthy and communicative relationships with residents

Conference and Event Services Office, Johnson State College, Johnson VT 2018

Office Assistant

Placed signage around campus and Johnson to promote events
Took inventory of department's property, such as tables and chairs
Set spaces across campus for events and assist those running events
Cleaned up and reset spaces to standard placement
Assisted those who came to the office looking for help
Answered and operated phones

Student Government Associate, Johnson State College, Johnson, VT 2017-2018

Student Senator

Managed clubs on campus
Created projects to improve campus for all students
Sat on Rules and Regulations committee and Finance committee
Analyzed and revised Student Constitution
Met with students and faculty to discuss various issues on campus
Was a public face for the student body

Lane Bryant, Essex, VT 2017

Sales Associate

Worked directly with clients assisting them with questions and sizing
Kept track of inventory of clothes and accessories
Rearranged store layout every month
Continued to clean and organize store

Johnson State Food Pantry, Johnson, VT 2017

Assistant

Integral in creating a food pantry for students on campus
Responsible for managing food inventory
Assisting students obtain food

Out Back Kayak, Inc., Lincoln, NH 2012-2016

Sales Associate

Worked directly with customers

Frequently the sole staff member in the store

Maintained merchandise on the sales floor

Entered new merchandise into the computer system

Kept track of inventory numbers



Leslie Babic <lbabibsu@buusd.org>

Fwd: Notice of Resignation

1 message

Tina Gilbert <tgilbbsu@buusd.org>
To: HR <hr@buusd.org>

Thu, Jun 10, 2021 at 9:07 AM

----- Forwarded message -----

From: **Stefanie Seng** <ssengcvcc@buusd.org>
Date: Wed, Jun 9, 2021 at 2:42 PM
Subject: Notice of Resignation
To: CVCC-Everyone <cvcc-everyone@buusd.org>

Good afternoon,

I am writing this email to announce that I have been offered another position and am not intending to return to CVCC next year.

For many, this is likely unexpected news. For some, my choice may be a relief. For others, it may be upsetting and stressful.

I leave CTE with sadness in my heart. For 4 years, this was my dream job. I think CTE is what all secondary education should be. We have so many privileges here: an amazing schedule, lots of flexibility to have field trips and think outside the box, budgets unheard of in regular education, and motivated and passionate students. It is hard to step away from all that. After much reflection, I've realized that it is time for me to try something new and refreshing. This past year has left me yearning for a fresh start.

I plan to leave lots of good resources and notes for my replacement, and I bet that you will have a good person in this role. If there are things you like that I've done that they don't offer, I encourage you to take what you've liked and make it your own. I've worked hard to give you lots of ideas and strategies as a whole staff, and the benefit is that I don't have a secret stash of magic hidden away in my brain. I've shared what I know with you, and it will be up to you to decide what you take with you and use.

Maybe someday I'll return to CTE, but until then I'll be off on new adventures, watching to see what road CTE in Vermont takes. You are all on the forefront of potential change for this state, and it's very exciting.

I wish you all well and I look forward to spending our final time this year together, as well as working with the Equity Justice team to provide some forward movement in the school and supervisory goal to take an anti-racism stance in our educational system. More than ever, your ideas and approach will matter as you will be the ones to carry it into the future.

Sincerely,

Stefanie Seng, M.S.*School Counseling Coordinator*

Central Vermont Career Center

155 Ayers Street

Barre, VT 05641

(802) 476-6237, ext. 1156

(802) 476-4045 fax

www.cvtcc.org

CONFIDENTIAL COMMUNICATION. THIS MESSAGE MAY NOT BE FORWARDED.

The information contained in this communication, including any attachments, is confidential, constitutes privileged communication, and is intended only for the use of the addressee. This message may not be forwarded without prior consent from the sender. The information in this e-mail is also protected by the rights afforded under Family Educational Rights and Privacy Act (FERPA) and school district policies. Any unauthorized use, forwarding, distribution, disclosure, printing or copying is strictly prohibited and may be unlawful. If you have received this communication in error, please notify us immediately at 802-476-6237 or return e-mail, and delete any copies of this message immediately. Any inadvertent disclosure of this communication shall not compromise the confidential nature of the communication.

**BARRE
SCHOOLS**

Bambi Florucci <bflorbce@buusd.org>

Fwd:

1 message

Hayden Coon <hcoonbce@buusd.org>
To: Bambi Florucci <bflorbce@buusd.org>

Thu, Jun 17, 2021 at 9:39 AM

----- Forwarded message -----

From: **Heather Douglas** <hdougbee@buusd.org>
Date: Thu, Jun 17, 2021 at 9:38 AM
Subject:
To: Chris Hennessey <chennbce@buusd.org>, Hayden Coon <hcoonbce@buusd.org>

Good Morning,

It is certainly a bittersweet moment right now, as I am officially writing this email to give you both notice of my intent to not return for the 21-22 school year.

The BCEMS Health Office has certainly made some strides and I feel is now in a great place offering students accessibility to so many facets of care they did not have before:) Thank you both for your support in making this happen!

Although it has presented its challenges over the years, I greatly appreciate the opportunity I was afforded 6 years ago to become the school nurse for BCEMS! These students have touched my heart in a way I won't soon forget!

Best regards,
Heather Douglas

--
Hayden Coon

Elementary Principal
Barre City Elementary and Middle School
50 Parkside Terrace
Barre VT 05641

802-476-6541

**BARRE UNIFIED UNION SCHOOL DISTRICT #097
POLICY MANUAL**

CODE: C 10

1ST READING: 5/9/2019

2ND READING: 6/13/2019

ADOPTED: 6/13/2019

Designees Revised 06/24/2021

POLICY ON THE PREVENTION OF HARASSMENT, HAZING AND BULLYING OF STUDENTS

I. Policy

The Barre Unified Union School District (BUUSD) (hereinafter “district”) is committed to providing all of its students with a safe and supportive school environment in which all members of the school community are treated with respect.

It is the policy of the district to prohibit the unlawful harassment of students based on race, color, religion, creed, national origin, marital status, sex, sexual orientation, gender identity or disability. Harassment may also constitute a violation of Vermont’s Public Accommodations Act, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, the Age Discrimination Act of 1975, and/or Title IX of the federal Education Amendments Act of 1972.

It is also the policy of the district to prohibit the unlawful hazing and bullying of students. Conduct which constitutes hazing may be subject to civil penalties.

The district shall address all complaints of harassment, hazing and bullying according to the procedures accompanying this policy, and shall take appropriate action against any person - subject to the jurisdiction of the board - who violates this policy. Nothing herein shall be construed to prohibit punishment of a student for conduct which, although it does not rise to the level of harassment, bullying, or hazing as defined herein, otherwise violates one or more of the board’s disciplinary policies or the school’s code of conduct.

The model procedures are expressly incorporated by reference as though fully included within this model policy. The model procedures are separated from the policy for ease of use as may be required.

II. Implementation

The superintendent or his/her designee shall:

1. Adopt a procedure directing staff, parents and guardians how to report violations of this policy and file complaints under this policy. (See model procedures on the Prevention of Harassment, Hazing and Bullying of Students).

2. Annually, select two or more designated employees to receive complaints of hazing, bullying and/or harassment at each school campus and publicize their availability in any publication of the district that sets forth the comprehensive rules, procedures, and standards of conduct for the school.
3. Designate an equity coordinator to oversee all aspects of the implementation of this policy as it relates to obligations imposed by federal law regarding discrimination. This role may be also be assigned to one or both of the designated employees.
4. Respond to notifications of possible violations of this policy in order to promptly and effectively address all complaints of hazing, harassment, and/or bullying.
5. Take action on substantiated complaints. In cases where hazing, harassment and/or bullying is substantiated, the district shall take prompt and appropriate remedial action reasonably calculated to stop the hazing, harassment and/or bullying; prevent its recurrence; and to remedy the impact of the offending conduct on the victim(s), where appropriate. Such action may include a wide range of responses from education to serious discipline.

Serious discipline may include termination for employees and, for students, expulsion or removal from school property. It may also involve penalties or sanctions for both organizations and individuals who engage in hazing. Revocation or suspension of an organization's permission to operate or exist within the district's purview may also be considered if that organization knowingly permits, authorizes or condones hazing.

III. Constitutionally Protected Speech

It is the intent of the district to apply and enforce this policy in a manner that is consistent with student rights to free expression under the first amendment of the U.S. constitution. The purpose of this policy is to (1) prohibit conduct or communication that is directed at a person's protected characteristics as defined below and that has the purpose or effect of substantially disrupting the educational learning process and/or access to educational resources or creates a hostile learning environment; (2) prohibit conduct intended to ridicule, humiliate or intimidate students in a manner as defined under this policy.

IV. Definitions. For the purposes of this policy and the accompanying procedures, the following definitions apply:

- A. **"Bullying"** means any overt act or combination of acts, including an act conducted by electronic means, directed against a student by another student or group of students and which:
 - (a.) Is repeated over time;
 - (b.) Is intended to ridicule, humiliate, or intimidate the student; and

- (c.)(i) occurs during the school day on school property, on a school bus, or at a school-sponsored activity, or before or after the school day on a school bus or at a school sponsored activity; or
 - (ii) does not occur during the school day on school property, on a school bus or at a school sponsored activity and can be shown to pose a clear and substantial interference with another student's right to access educational programs.
- B. "Complaint"** means an oral or written report information provided by a student or any person to an employee alleging that a student has been subjected to conduct that may rise to the level of hazing, harassment or bullying.
- C. "Complainant"** means a student who has provided oral or written information about conduct that may rise to the level of hazing, harassment or bullying, or a student who is the target of alleged hazing, harassment or bullying.
- D. "Designated employee"** means an employee who has been designated by the school to receive complaints of hazing, harassment and bullying pursuant to subdivision 16 V.S.A. 570a(a)(7). The designated employees for each school building are identified in Appendix A of this policy.
- E. "Employee"** includes any person employed directly by or retained through a contract with the District, an agent of the school, a school board member, a student teacher, an intern or a school volunteer. For purposes of this policy, "agent of the school" includes supervisory union staff.
- F. "Equity Coordinator"** is the person responsible for implementation of Title IX (regarding sex-based discrimination) and Title VI (regarding race-based discrimination) for the district and for coordinating the district's compliance with Title IX and Title VI in all areas covered by the implementing regulations. The equity coordinator is also responsible for overseeing implementation of the district's *Preventing and Responding to Harassment of Students and Harassment of Employees* policies. This role may also be assigned to designated employees.
- G. "Harassment"** means an incident or incidents of verbal, written, visual, or physical conduct, including any incident conducted by electronic means, based on or motivated by a student's or a student's family member's actual or perceived race, creed, color, national origin, marital status disability, sex, sexual orientation, or gender identity, that has the purpose or effect of objectively and substantially undermining and detracting from or interfering with a student's educational performance or access to school resources or creating an objectively intimidating hostile, or offensive environment.

Harassment includes conduct as defined above and may also constitute one or more of the following:

- (1) Sexual harassment, which means unwelcome conduct of a sexual nature, that includes sexual violence/sexual assault, sexual advances, requests for sexual favors, and other verbal, written, visual or physical conduct of a sexual nature, and includes situations when one or both of the following occur:
- (i) Submission to that conduct is made either explicitly or implicitly a term or condition of a student's education, academic status, or progress; or
 - (ii) Submission to or rejection of such conduct by a student is used as a component of the basis for decisions affecting that student.

Sexual harassment may also include student-on-student conduct or conduct of a non-employee third party that creates a hostile environment. A hostile environment exists where the harassing conduct is severe, persistent or pervasive so as to deny or limit the student's ability to participate in or benefit from the educational program on the basis of sex.

- (2) Racial harassment, which means conduct directed at the characteristics of a student's or a student's family member's actual or perceived race or color, and includes the use of epithets, stereotypes, racial slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, and taunts on manner of speech and negative references to cultural customs.
- (3) Harassment of members of other protected categories, means conduct directed at the characteristics of a student's or a student's family member's actual or perceived creed, national origin, marital status, disability, sex, sexual orientation, or gender identity and includes the use of epithets, stereotypes, slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, taunts on manner of speech, and negative references to customs related to any of these protected categories.

H. "Hazing" means any intentional, knowing or reckless act committed by a student, whether individually or in concert with others, against another student: In connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization which is affiliated with the educational institution; and (1) Which is intended to have the effect of, or should reasonably be expected to have the effect of, endangering the mental or physical health of the student.

Hazing shall not include any activity or conduct that furthers legitimate curricular, extra-curricular, or military training program goals, provided that:

- (1) The goals are approved by the educational institution; and
- (2) The activity or conduct furthers the goals in a manner that is appropriate, contemplated by the educational institution, and normal and customary for similar programs at other educational institutions.

With respect to Hazing, **“Student”** means any person who:

- (A) is registered in or in attendance at an educational institution;
- (B) has been accepted for admission at the educational institution where the hazing incident occurs; or
- (C) intends to attend an educational institution during any of its regular sessions after an official academic break.

- I. **“Notice”** means a written complaint or oral information that hazing, harassment or bullying may have occurred which has been provided to a designated employee from another employee, the student allegedly subjected to the hazing, harassment or bullying, another student, a parent or guardian, or any other individual who has reasonable cause to believe the alleged conduct may have occurred. If the school learns of possible hazing, harassment or bullying through other means, for example, if information about hazing, harassment or bullying is received from a third party (such as from a witness to an incident or an anonymous letter or telephone call), different factors will affect the school’s response. These factors include the source and nature of the information; the seriousness of the alleged incident; the specificity of the information; the objectivity and credibility of the source of the report; whether any individuals can be identified who were subjected to the alleged harassment; and whether those individuals want to pursue the matter. In addition, for purposes of violations of federal anti-discrimination laws, notice may occur when an employee of the district, including any individual who a student could reasonably believe has this authority or responsibility, knows or in the exercise of reasonable care should have known about potential unlawful harassment or bullying.
- J. **“Organization”** means a fraternity, sorority, athletic team, association, corporation, order, society, corps, cooperative, club, or other similar group, whose members primarily are students at an educational institution, and which is affiliated with the educational institution.
- K. **“Pledging”** means any action or activity related to becoming a member of an organization.
- L. **“Retaliation”** is any adverse action by any person against a person who has filed a complaint of harassment, hazing or bullying or against a person who assists or participates in an investigation, proceeding or hearing related to the harassment complaint. Such adverse action may include conduct by a school employee directed at a student in the form of intimidation or reprisal such as diminishment of grades, suspension, expulsion, change in educational conditions, loss of privileges or benefits, or other unwarranted disciplinary action. Retaliation may also include conduct by a student directed at another student in the form of further harassment, intimidation, and reprisal.

- M. “School administrator”** means a superintendent, principal or his/her designee assistant principal/technical center director or his/her designee and/or the district’s equity coordinator.
- N. “Student Conduct Form”** is a form used by students, staff, or parents, to **provide, in written form, information about inappropriate student behaviors** that may constitute hazing, harassment and/or bullying.

APPENDIX A

Designated Employees:

The following employees of the BUUSD have been designated by the district to receive complaints of bullying and/or harassment pursuant to this policy and 16 V.S.A. §570a(a)(7) and 16 V.S.A. §570c(7) and under federal anti-discrimination laws;

BUUSD Office:

Name: **Chris Hennessey**
 Title: **Interim Superintendent**
 Contact Information:
802-476-5011 x1017
chennbsu@buusd.org

Barre Unified Union School District
120 Ayers St
Barre, VT, 05641

BCEMS:

Name: **Pierre Laflamme**
 Title: **Assistant Principal**
 Contact Information:
802-476-6541 x4320
plafibce@buusd.org

Name: **Kristin Morrison**
 Title: **Behavior Specialist**
 Contact Information:
802-476-6541 x4142
kmorrbce@buusd.org

Barre City Elementary & Middle School
50 Parkside Terrace
Barre, VT, 05641

BTMES:

Name: **Theodore Mills**
 Title: **Assistant Principal**
 Contact Information:
802-476-6617 x6241
tmillbte@buusd.org

Name: **Jacqueline Bora**
 Title: **Behavior Specialist**
 Contact Information:
802-476-6617 x6289
jborabte@buusd.org

Name: **Alice Harding**
Title: **Behavior Specialist**
Contact Information:
802-476-6617 x6181
ahardbte@buusd.org

Barre Town Middle & Elementary School
70 Websterville Rd
Barre, VT, 05641

CVCC:

Name: **Scott Griggs**
Title: **Assistant Director**
Contact Information:
802-476-6237 x1045
sgrigevcc@buusd.org

Name: **TBD**
Title: **School Counseling Coordinator or TBD**
Contact Information:
802-476-6237 x1156
ssengevcc@buusd.org

Central Vermont Career Center
155 Ayers St, Suite # 2
Barre, VT, 05641

SHS:

Name: **Luke Aither**
Title: **Assistant Principal**
Contact Information:
802-476-4811 x1115
laithshs@buusd.org

Name: **Brenda Waterhouse**
Title: **Principal**
Contact Information:
802-476-4811 x1190
bwateshs@buusd.org

Spaulding High School
155 Ayers St
Barre, VT, 05641

BUUSD Transferring Staff for FY22 School Year

5.6

					Position Details	
Location	Action	Employment Type	Last Name	First Name	Action Comments	Functional Title
BCEMS	CHANGE IN STATUS	TEACHER	Mavodones	Eirene	New/Transfer from Perm Sub to Art Teacher	Art Teacher Middle School
BCEMS	TRANSFER	OTHER	Payette	Allison	Transfer from Teacher to Daily Substitute (on Termination spreadsheet also)	Special Educator to SPED Daily Substitute
BCEMS	TRANSFER	TEACHER	Lajeunesse	Emily	Transfer from Preschool Teacher to Kindergarten Teacher	Kindergarten Teacher
BCEMS	TRANSFER	TEACHER	Partridge	Alicia	Transfer from Kindergarten Teacher to Grade 1 Teacher	Grade 1 Teacher
BCEMS	TRANSFER	TEACHER	Burgess	Emily	Transfer from Grade 2 Teacher to Grade 3 Teacher	Grade 3 Teacher
BCEMS	TRANSFER	TEACHER	Morris	Lorraine	Transfer from Literacy Coordinator to Literacy Interventionist	Literacy Interventionist
BCEMS	TRANSFER	TEACHER	Guild	Shayna	Transfer from Grade 3/4 Math Teacher to Grade 3 Teacher	Grade 3 Teacher
BTMES	TRANSFER	TEACHER	McMorrow	Veronica	Transfer from 3 Grade teacher to 4 Grade teacher	4 Grade Teacher
BTMES	TRANSFER	TEACHER	Cournoyer	Natessa	Transfer 1 year Kindergarten to Kindergarten	Kindergarten Teacher
BTMES	TRANSFER	ADMIN	Mills	Theodore	Transfer from Teacher to Asst. Principal	Assistant Principal
BTMES	CHANGE IN STATUS	TEACHER	Thurston	Elysha	New/Transfer Para & Lt Sub to Teacher	Pre-K Teacher
BTMES	TRANSFER	TEACHER	Thomas	Marisa	Transfer from Grade 5-6 ELA Teacher to Literacy Interventionist	Literacy Interventionist
BTMES	TRANSFER	INTERIM	Swick	Katie	Transfer from BVA Teacher to Grade 1 Teacher - 1 Year	Grade 1 Teacher
BTMES	TRANSFER	TEACHER	Postras	Thelma	Transfer from Special Educator @BCEMS to BTMES	Special Educator
BUUSD	TRANSFER	TEACHER	Weisheit	Katherine	New/Transfer - Outside contract to hire	School Psychologist
BUUSD	TRANSFER	ADMIN	Lindheim	Melissa	Transfer from Teacher to Administrator	Assist Director to Special Services
BUUSD	TRANSFER	ADMIN	Hennessey	Christopher	Transfer from BCEMS Principal to Interim Superintendent	Interim Superintendent
BUUSD	TRANSFER	ADMIN	Mortensen	Rebekah	Transfer from Special Educator to Asst Director of Special Services- On Termination Spreadsheet as well-Need to reinstate - Carol Contract	Asst. Director of Special Services
BUUSD	TRANSFER	TEACHER	Fredericks	Karen	Transfer from Literacy Coordinator to MTSS Coordinator - Same LOI - Teacher contract with Addendum for 20 Additional Days.	MTSS Coordinator
BUUSD	TRANSFER	ADMIN	Mortensen	Rebekah	Transfer from SPED Teacher to Asst. Director to Special Services	Assistant Director to Special Services
CVCC	TRANSFER	TEACHER	Olsen	Stephanie	Transfer from Permanent Sub to Teacher	Exploratory Tech Teacher

BARRE UNIFIED UNION SCHOOL DISTRICT - FY21 YEAR END PROJECTION REPORT - June 15, 2021

	Location	Account Number / Description	Adopted Budget 7/1/2020 - 6/30/2021	Y-T-D Expenses 7/1/20-6/4/21	Encumbrances 6/7/2021	Year-end Projection 6/7/2021	BALANCE 7/1/20-6/30/21	Narrative
1	BTMES	1101 PRESCHOOL	\$458,156	\$319,090	\$65,722	\$395,000	\$63,156 *	
2	BTMES	1101 DIRECT INSTRUCTION	\$4,004,936	\$3,078,642	\$697,691	\$3,830,000	\$174,936 *	
3	BTMES	1102 ART	\$106,813	\$83,608	\$19,153	\$105,000	\$1,813	
4	BTMES	1103 INTERVENTION	\$650,945	\$532,270	\$131,597	\$665,000	-\$14,055	
5	BTMES	1104 ENGLISH SECOND LANGUAGE	\$39,381	\$30,668	\$7,291	\$38,500	\$881	
6	BTMES	1105 FAMILY & CONSUMER SCIENCES	\$53,131	\$40,727	\$9,673	\$52,000	\$1,131	
7	BTMES	1106 WORLD LANGUAGE	\$74,256	\$52,744	\$11,987	\$65,000	\$9,256	
8	BTMES	1108 MUSIC	\$151,680	\$110,190	\$25,384	\$136,000	\$15,680	
9	BTMES	1109 PHYSICAL EDUCATION	\$196,500	\$102,852	\$28,787	\$133,000	\$63,500 *	
10	BTMES	1110 TECH ED	\$38,222	\$28,499	\$5,798	\$35,000	\$3,222	
11	BTMES	1501 CO-CURRICULAR	\$76,600	\$44,974	\$176	\$60,000	\$16,600	
12	BTMES	2120 GUIDANCE	\$148,920	\$122,612	\$29,881	\$154,000	-\$5,080	
13	BTMES	2131 HEALTH	\$167,723	\$131,805	\$32,554	\$165,000	\$2,723	
14	BTMES	2141 BEHAVIOR SUPPORT	\$82,542	\$109,668	\$22,860	\$134,000	-\$51,458 *	
15	BTMES	2220 LIBRARY	\$185,498	\$128,858	\$23,318	\$154,000	\$31,498 *	
16	BTMES	2410 PRINCIPALS OFFICE	\$690,298	\$549,308	\$19,300	\$590,000	\$100,298 *	
17	BTMES	2491 DUPLICATING	\$50,851	\$42,888	\$4,131	\$44,000	\$6,851	
18	BTMES	2610 FACILITIES	\$1,285,927	\$1,156,363	\$49,342	\$1,230,000	\$55,927 *	
19	BTMES	2660 SCHOOL RESOURCE OFFICER	\$50,000	\$14,374	\$0	\$16,000	\$34,000	
20	BTMES	2716 CO-CURR TRANSPORTATION	\$25,000	\$0	\$0	\$0	\$25,000	
21	TOTAL	1020 BARRE TOWN SCHOOL	\$8,537,379	\$6,680,140	\$1,184,645	\$8,001,500	\$535,879	
22	SHS	1101 DIRECT INSTRUCTION	\$1,201,523	\$819,925	\$124,693	\$1,120,000	\$81,523 *	
23	SHS	1102 ART	\$151,713	\$117,651	\$25,424	\$145,000	\$6,713	
24	SHS	1104 ENGLISH SECOND LANGUAGE	\$12,054	\$0	\$0	\$0	\$12,054	
25	SHS	1105 FAMILY & CONSUMER SCIENCES	\$131,840	\$102,539	\$20,012	\$123,000	\$8,840	
26	SHS	1106 WORLD LANGUAGE	\$236,539	\$185,748	\$43,749	\$230,000	\$6,539	
27	SHS	1108 MUSIC	\$155,072	\$102,587	\$22,598	\$127,000	\$28,072	
28	SHS	1109 PHYSICAL EDUCATION	\$114,944	\$94,373	\$22,026	\$117,000	-\$2,056	
29	SHS	1111 ENGLISH	\$520,743	\$363,366	\$83,668	\$450,000	\$70,743 *	
30	SHS	1112 MATH	\$643,197	\$521,291	\$121,243	\$644,000	-\$803	
31	SHS	1113 SCIENCE	\$405,365	\$263,632	\$60,413	\$325,000	\$80,365 *	

32	SHS	1114 SOCIAL STUDIES	\$407,495	\$310,228	\$70,873	\$382,000	\$25,495
33	SHS	1115 BUSINESS ED	\$74,182	\$48,399	\$10,900	\$60,000	\$14,182
34	SHS	1116 WORK BASED LEARNING	\$195,654	\$157,803	\$38,194	\$197,000	-\$1,346
35	SHS	1117 DRIVER'S ED	\$78,243	\$40,037	\$6,554	\$48,000	\$30,243
36	SHS	1118 PHOENIX PROG	\$158,089	\$127,078	\$30,924	\$159,000	-\$911
37	SHS	1119 COLLEGE EXAMS	\$0	\$2,208	\$0	\$2,208	-\$2,208
38	SHS	1301 TECHNICAL EDUCATION	\$915,645	\$425,510	\$0	\$900,000	\$15,645
39	SHS	1401 ATHLETICS	\$464,723	\$337,364	\$16,766	\$370,000	\$94,723
40	SHS	1501 CO-CURRICULAR	\$79,200	\$48,494	\$0	\$65,000	\$14,200
41	SHS	2120 GUIDANCE	\$478,327	\$374,911	\$71,950	\$450,000	\$28,327
42	SHS	2131 HEALTH	\$125,100	\$94,548	\$19,930	\$120,000	\$5,100
43	SHS	2141 BEHAVIOR SUPPORT	\$0	\$45,035	\$10,651	\$57,000	-\$57,000 *
44	SHS	2190 JROTC	\$118,632	\$148,259	\$17,845	\$168,000	-\$49,368 *
45	SHS	2220 LIBRARY	\$172,772	\$109,347	\$19,148	\$130,000	\$42,772 *
46	SHS	2410 PRINCIPALS OFFICE	\$684,553	\$609,901	\$31,464	\$650,000	\$34,553
47	SHS	2610 FACILITIES	\$1,222,362	\$1,104,726	\$49,970	\$1,170,000	\$52,362
48	SHS	2660 SCHOOL RESOURCE OFFICER	\$50,184	\$33,043	\$0	\$45,000	\$5,184
49	SHS	2711 TRANSPORTATION	\$95,000	\$22,273	\$0	\$65,000	\$30,000
50	SHS	2716 CO-CURR TRANSPORTATION	\$37,000	\$52		\$500	\$36,500
51	SHS	5020 LONG TERM DEBT	\$225,000	\$223,911	\$0	\$229,911	-\$4,911
52	TOTAL	1276 SPAULDING HIGH SCHOOL	\$9,155,151	\$6,834,239	\$918,995	\$8,549,619	\$605,532
53	BCEMS	1101 PRESCHOOL	\$498,130	\$409,338	\$75,990	\$487,000	\$11,130
54	BCEMS	1101 DIRECT INSTRUCTION	\$4,497,630	\$3,423,921	\$702,731	\$4,165,000	\$332,630 *
55	BCEMS	1102 ART	\$143,734	\$86,286	\$13,680	\$102,000	\$41,734
56	BCEMS	1103 INTERVENTION	\$138,259	\$99,590	\$28,358	\$128,000	\$10,259
57	BCEMS	1104 ENGLISH SECOND LANGUAGE	\$38,564	\$24,390	\$5,798	\$32,000	\$6,564
58	BCEMS	1105 FAMILY & CONSUMER SCIENCES	\$75,804	\$60,280	\$14,934	\$77,000	-\$1,196
59	BCEMS	1106 WORLD LANGUAGE	\$50,356	\$35,856	\$8,281	\$45,000	\$5,356
60	BCEMS	1108 MUSIC	\$128,331	\$66,124	\$13,313	\$81,000	\$47,331 *
61	BCEMS	1109 PHYSICAL EDUCATION	\$184,558	\$148,139	\$34,842	\$184,000	\$558
62	BCEMS	1110 TECH ED	\$60,722	\$50,508	\$11,197	\$62,000	-\$1,278
63	BCEMS	1120 READING RECOVERY	\$39,314	\$24,720	\$5,798	\$31,000	\$8,314
64	BCEMS	1401 ATHLETICS	\$37,020	\$27,379	\$0	\$30,000	\$7,020
65	BCEMS	1501 CO-CURRICULAR	\$10,200	\$13,113	\$0	\$14,000	-\$3,800
66	BCEMS	2120 GUIDANCE	\$360,667	\$218,595	\$51,568	\$290,000	\$70,667 *
67	BCEMS	2131 HEALTH	\$128,371	\$100,468	\$13,052	\$114,000	\$14,371

68	BCEMS	2140 PSYCHOLOGICAL SERVICES	\$50,000	\$0	\$0	\$20,000	\$30,000 *
69	BCEMS	2141 BEHAVIOR SUPPORT	\$547,295	\$437,606	\$73,770	\$545,000	\$2,295 *
70	BCEMS	2220 LIBRARY	\$143,290	\$88,225	\$17,622	\$106,000	\$37,290 *
71	BCEMS	2410 PRINCIPALS OFFICE	\$532,675	\$454,005	\$65,167	\$525,000	\$7,675
72	BCEMS	2610 FACILITIES	\$1,184,236	\$1,075,058	\$42,409	\$1,145,000	\$39,236 *
73	BCEMS	2660 SCHOOL RESOURCE OFFICER	\$78,000	\$58,085	\$0	\$78,000	\$0
74	BCEMS	5020 LONG TERM DEBT	\$72,480	\$70,602	\$0	\$72,480	\$0
75	TOTAL	1381 BARRE CITY SCHOOL	\$8,999,636	\$6,972,288	\$1,178,510	\$8,333,480	\$666,156
76	BUUSD	2490 EARLY ED ADMIN.	\$123,460	\$109,495	\$4,358	\$115,000	\$8,460
77	BUUSD	2711 TRANSPORTATION	\$1,333,376	\$939,522	\$113,587	\$1,150,000	\$183,376
78	BUUSD	2212 CURRICULUM	\$351,917	\$161,010	\$7,920	\$180,000	\$171,917 *
79	BUUSD	2230 INSTRUCTIONAL TECHNOLOGY	\$305,000	\$250,440	\$59,325	\$312,000	-\$7,000
80	BUUSD	2311 BOARD	\$366,640	\$307,078	\$0	\$340,000	\$26,640
81	BUUSD	2313 REVENUE ANTICIPATION NOTE INTI	\$100,000	\$0	\$0	\$100,000	\$0
82	BUUSD	2320 SUPERINTENDENT	\$274,951	\$358,038	\$8,869	\$368,000	-\$93,049
83	BUUSD	2510 BUSINESS OFFICE/COPIERS	\$588,602	\$471,531	\$47,726	\$525,000	\$63,602 *
84	BUUSD	2560 COMMUNICATION SPECIALIST	\$84,804	\$80,349	\$2,680	\$90,000	-\$5,196
85	BUUSD	2570 HUMAN RESOURCES	\$246,862	\$214,993	\$11,131	\$235,000	\$11,862
86	BUUSD	2580 TECHNOLOGY-Includes Erate Equip.	\$1,248,572	\$1,216,597	\$60,995	\$1,290,000	-\$41,428 *
87	BUUSD	2610 FACILITIES	\$242,693	\$225,157	\$6,706	\$235,000	\$7,693
88	BUUSD	2711 TRANSPORTATION	\$47,500	\$32,234	\$8,640	\$44,000	\$3,500
89	BUUSD	1201 SPEC ED DIRECT INSTR	\$9,342,504	\$7,811,241	\$1,434,771	\$9,300,000	\$42,504 *
90	BUUSD	1202 SPEC ED ESY	\$80,000	\$29,970	\$0	\$29,968	\$50,032 *
91	BUUSD	1206 SEA PROGRAM	\$552,104	\$389,772	\$93,288	\$490,000	\$62,104
92	BUUSD	2131 PT	\$40,151	\$34,848	\$0	\$36,000	\$4,151
93	BUUSD	2140 PSYCHOLOGICAL SERVICES	\$558,196	\$337,685	\$80,685	\$422,000	\$136,196 *
94	BUUSD	2151 SPED SLP - SPEECH LANG	\$878,409	\$674,229	\$158,832	\$835,000	\$43,409
95	BUUSD	2160 SPED OCCU THERAPIST	\$246,154	\$176,444	\$44,362	\$230,000	\$16,154
96	BUUSD	2490 SPECIAL EDUCATION ADMIN.	\$647,634	\$466,686	\$18,986	\$490,000	\$157,634 *
97	BUUSD	2711 TRANSPORTATION	\$314,950	\$305,091	\$86,783	\$395,000	-\$80,050 *
98	BUUSD	1204 SEA PROGRAM- Non Reimb.	\$103,525	\$81,427	\$19,916	\$105,000	-\$1,475
99	BUUSD	1214 ECSE DIRECT INSTR	\$242,273	\$181,090	\$54,720	\$240,000	\$2,273
100	BUUSD	1215 ECSE ESY DIRECT INSTR	\$9,025	\$5,946	\$0	\$5,946	\$3,079
101	BUUSD	2610 SEA UTILITIES	\$10,500	\$5,415	\$1,248	\$9,000	\$1,500
102	TOTAL	3097 BARRE UNIFIED UNION SCHOOL DIS	\$18,339,802	\$14,866,288	\$2,325,528	\$17,571,914	\$767,888

GRAND TOTAL	\$45,031,968	\$35,352,955	\$5,607,678	\$42,456,513	\$2,575,455
-------------	--------------	--------------	-------------	--------------	-------------

REVENUE- FY21

	Account Number / Description	Adopted Budget	Y-T-D Revenue	Year-end Projection
		7/1/20-6/30/21	7/1/20-6/4/21	7/1/20-6/30/21
104	TUITION PRESCHOOL	\$0	\$12,796	\$13,000
105	TUITION-SECONDARY	\$200,000	\$201,025	\$201,025
106	INTEREST REVENUE	\$55,000	\$97,834	\$110,000
107	FACILITY RENTAL	\$12,000	\$156,789	\$156,789 *
108	MISC REVENUE	\$15,000	\$7,789	\$8,000
109	GATE RECEIPT REVENUE	\$0	\$0	\$0
110	COBRA INS. REVENUE	\$5,000	\$17,613	\$17,613
111	VSBIT GRANTS/INS REVENUE	\$0	\$13,436	\$13,436
112	AP EXAM FEES - REVENUE	\$0	\$2,076	\$2,076
113	JROTC REVENUE	\$0	\$63,387	\$80,000
114	EDUCATION SPENDING	\$36,034,440	\$18,824,143	\$36,034,440 ** COVID-19
115	CITY OF BARRE EDUCATION TAX	\$0	\$3,443,202	\$0
116	TOWN OF BARRE EDUCATION TAX	\$0	\$8,943,417	\$0
117	TRANSPORT STATE AID	\$530,000	\$567,516	\$567,516
118	DRIVERS EDUCATION	\$6,000	\$5,521	\$5,521
119	HIGH SCHOOL COMPLETION	\$6,000	\$784	\$1,000
120	VT DEPT PUBLIC SAFETY GRANT - REV	\$0	\$0	
121	FUND BALANCE APPLIED	\$200,000	\$0	\$200,000
122	MISC GRANTS REVENUE	\$0	\$15,500	\$15,500
123	SPED EXCESS COST TUITION	\$10,000	\$0	\$0
124	SPEC ED MAINSTREAM BLOCK	\$884,021	\$884,021	\$884,021
125	SPED INTENSIVE REIMB	\$5,521,872	\$5,102,860	\$5,102,860
126	SPED EXTRA ORD.	\$850,000	\$331,995	\$350,000
127	SPED ECSE	\$200,635	\$200,410	\$200,410
128	SPED STATE PLACED	\$500,000	\$350,156	\$400,000
129	CVCC ASSESSMENT		\$207,914	\$207,914
130	INDIRECT ADMIN. REIMB.		\$0	\$25,000
131	ERATE		\$0	\$100,000
132	SOLAR REBATE		\$0	\$0
133	GRAND TOTAL	\$45,029,968.00	\$39,450,184.00	\$44,696,121

134	BUUSD SURPLUS/(DEFICIT)	\$2,239,608 Less \$302,321
------------	--------------------------------	-----------------------------------

PROJECTED YR-END COVID-19

135	**	LESS CRF, BUDGETED (REPURPOSED)	\$302,321	Deduct Ed Spend
136		CRF NON BUDGETED-Fully Reimbursed	\$764,179	
137	**	LESS ESSER BUDGETED	\$0	
138		ESSER I NON-BUDGETED	\$933,583	
139		ESSER I INDEPENDENT SCHOOLS	\$72,417	
140		ESSER II & III, FY22, FY23, and FY24	\$15,169,586	

LINE NARRATIVE-6/6/21

1	Reduced to 3 classrooms
2	Teacher salaries/student tuition, supplies
9	Opening, recently filled
14	Offset by Assist. Principal Vacancy
15	Savings from para vacancy
16	Assist. Principals vacancy
18	Savings construction services
22	Savings in teacher/para
29	Savings from teacher salary
31	Savings from teacher salary
43	Savings in line 22
44	Reimbursed by DOD
60	Permanent Sub. 1 yr.
66	Reduction in staff
69	Reduction in staff
70	Reduction in staff
78	Moved to COVID-19 and CFP Funding
83	Savings in business office wages/benefits, included copier lease
86	Reimbursed by Erate
89	Tuition/Contracted services
90	Fewer services for ESY
93	Unable to fill position
96	Savings in reduction of clerical wages

97	Placements at independent schools
107	Use of facility-homeless meals

**BARRE UNIFIED UNION SCHOOL DISTRICT #097
POLICY**

Code: C 43

1st READING: 6/10/2021

2nd READING: 6/24/2021

ADOPTED:

**SEXUALLY TRANSMITTED INFECTIONS (STI) AND
PREGNANCY PREVENTION EDUCATION POLICY**

It is the policy of the Barre Unified Union School District (BUUSD) to provide a Sexually Transmitted Infections (STI) and pregnancy prevention education program that is integrated into the health curriculum of the BUUSD

One component of this program is to make available latex condoms (or other protective barrier options as they become available) in schools in an age appropriate manner. Parents or guardians of BUUSD middle school level students can, upon request, withhold permission for their child's participation in the condom availability component of the program. The Principal or designee in each building will develop procedures for condom availability and distribution, based on the recommendation of the SHAC Committee in accordance with the policy set forth here.

**BARRE UNIFIED UNION SCHOOL DISTRICT #097
POLICY**

CODE: C 29

1ST READING: 6/10/2021

2ND READING: 6/24/2021

ADOPTED:

District Equity Policy

Policy

The Barre Unified Union School District (District) is committed to the success of every student, regardless of race, ethnicity, religion, family economics, class, geography, ability, language, gender, sexual orientation, gender identity or initial proficiencies. The Barre Unified Union School District Board (Board) holds itself and all District and school-site decision-makers, faculty, and support staff accountable for building a District-wide commitment to equity. The District will incorporate principles of equity within all policies, programs, operations, practices, and resource allocations.

Definitions

Equity: Each student receives the resources and educational opportunities they need to learn and thrive.

- Equity means that a student's success is not predicted nor predetermined by characteristics such as race, ethnicity, religion, family economics, class, geography, ability, language, gender, sexual orientation, gender identity or initial proficiencies.
- Equity means that every school provides and every student has access to high quality culturally responsive curriculum, programs, teachers and administrators, extracurricular activities and support services to meet the needs of each and every student.
- Equity goes beyond formal equality where all students are treated the same. Achieving equity may require an unequal distribution of resources and services.
- Equity involves acknowledging and disrupting inequitable practices, acknowledging biases, employing practices that reflect the reality that all students will learn, and creating inclusive multicultural school environments for adults and children.

Culturally Responsive Practices: The beliefs, methods, and practices that support and empower all students socially, emotionally, intellectually, and civically by leveraging students' lived experiences to ensure learning.

Implementation

To realize this commitment to equity, the District will:

- Systematically use District-wide and individual school-level data, disaggregated by race, ethnicity, language, ability, gender, and socioeconomic background to inform District decision-making;
- Provide every student with equitable access to high-quality and culturally relevant instruction, curriculum, support, facilities, technology and other educational resources that respect their individual identities, cultures, backgrounds, abilities and experiences;
- Monitor and evaluate the individual needs of schools and distribute resources and effective personnel based on those needs;
- Incorporate the voice, culture and perspectives of students, staff, families, and communities that reflect student demographics and support and enhance student success;
- Identify and counteract biased practices that perpetuate achievement disparities and opportunity gaps;
- Provide ongoing and continuous professional development at all organizational levels to support employees to engage in culturally responsive practices and delivery of quality culturally relevant instruction;
- Incorporate the principle of equity into the District's strategic plan and identify measurable outcomes to prepare all students for college, career, and life.

The superintendent shall identify outcome indicators as necessary to monitor this policy and shall provide a quarterly status report to the Board.

Barre Unified Union School District Vision, Mission, and Beliefs

The vision statement focuses on tomorrow and what the school district wants to ultimately become.

The mission drives the work of the school district. It is what we do/the core of the business, and from it come the strategic objectives and finally, what it takes to reach those objectives. It also shapes the school district's culture.

The school district's beliefs are the values upon which the strategic plan has been developed.

Vision

A rock solid education for a lifetime of discovery

Mission

To build a community of curious learners that empowers student voice and exploration through education, character development, and perseverance, so our students can take on the world's greatest challenges.

Belief Statements

We believe:

- *Students matter*
- *Staff matter*

- *Students and staff are invaluable to the community*
- *All students and staff deserve a learning environment that fosters physical and emotional health*
- *All staff deserve deep investments in training, professional development, and support*
- *Environmental stewardship is a responsibility for all*
- *The delivery of education resources should be student-focused to maintain a culture where every student can achieve*
- *Every student has different needs and their needs should be met no matter where they are from or which school they attend*
- *Students are most successful when there is mutual respect and active collaboration between students, teachers, families, and the community*
- *Educators and families together inspire students to confidently advocate for and design growth experiences that help them define who they are and where they are headed as adults*
- *Educators teach students transferable skills that enable them to become creative and resilient thinkers, to sustain their own sense of purpose and life path, and to balance academic and social emotional growth*

Barre Unified Union School District Strategic Plan Goal Matrix

Goal 1 - Ensure Students Have Equitable Access to Learning Resources					
<i>Strategic Objectives</i>	<i>Action Step</i>	<i>Benchmarks</i>	<i>Implementation Timeline</i>	<i>Responsible for Monitoring Progress</i>	<i>Fund Source</i>
1. A. Close student learning gaps by addressing poverty, race, and gender learning barriers	Analyze student achievement data for poverty, race, and gender differences and focus on delivery of Social Emotional, Universal Design, and Education Support Team resources to reduce assessment score differences	Professional Learning Groups monitor, monthly, student achievement progress on state and local assessments and improve growth in annual student achievement by 5% per year using SBAC, PNOA, Math Lab, Fountas and Pinnell, and Star 360 assessment systems	Principals, Superintendent & Curriculum Com. 3x per year 2021 Annual School Board Report	Principals Superintendent School Board MTSS Coordinator	School Budget Covid Funds
	Research cost/benefit analysis for providing transportation to all students for academic and co-curricular activities	Use bus routing software to analyze the most efficient way to integrate high school bus routes and integrate high school and middle school co-curricular activities	2022	Business Manager	School Budget Covid Funds

	Research cost/benefit analysis for providing local field trip transportation funds	Establish grade level sequence of field trips to access Barre learning resources like the Granite Museum, Opera House, History Museum...	2023	Business Manager	School Budget
1.B. Ensure all students and staff have access to quality learning resources	Assess curriculum to address inclusion, equity, poverty, disability, social emotional learning, gender, and racial justice issues	Complete Equity, Inclusion and Racial Justice Task Force policy development work	2021	School Board	School Budget
	Continue PK-12 and grade level curriculum alignment and ensure continuity between all classrooms and schools	Align with staff development plan to meet goal	Elem - 2022 MS - 2023 HS - 2024	Superintendent Assistant Superintendent	Covid Funds
	Analyze school staffing, schedules, and budgets to ensure equity across the District	Update and adopt Board Policy and Administrative Procedures		Principals	School Budget
	Assess student/computer ratio and conduct analysis to provide system for updating computer utilization for each student, PK - 12	Develop multi-year Total Cost of Operation (TCO), which includes hardware purchase, training, and maintenance expense. Include funding needs in a three year budget projection cycle	2021	Technology Director and Business Manager	School Budget Covid Funds
		Align with staff development	2021 - 2026	Assistant	School

		plan to meet goal	2021 - 2026	Superintendent	Budget
		Help families access affordable internet resources Provide family training for home computer use	2021 - 2022	Technology Director and Principals Partner with Government Agencies	Possible Legislative Remedy Covid Funds
		Continue to update technology infrastructure	2022	Technology Director	School Budget

Goal 2 - Create Communication Systems That Foster Collaborative Internal and External Community Relationships

<i>Strategic Objectives</i>	<i>Action Step</i>	<i>Benchmarks</i>	<i>Implementation Timeline</i>	<i>Responsible for Monitoring Progress</i>	<i>Fund Source</i>
2.A. Improve communications between families and schools	Survey teachers and families to determine preferred two-way communications systems	Work with administrators and teachers to develop and coordinate monthly targeted communications with families	2021	Communications Director	School Budget
	Provide training for teachers and families on effective ways to utilize either the current or a new Learning Management System	Monitor trends of teachers and families who electronically access the Learning Management System	2022	Principals	School Budget Possible Covid Funds

	<p>(LMS) Infinite Campus</p> <p>Help families better understand Proficiency Based Learning (PBL) standards and related achievement</p> <p>Incorporate family access to Google Classrooms and other communication systems to expand family partnerships network</p>	<p>Utilize periodic family surveys to gauge PBL understanding and for educators to receive family feedback</p> <p>Provide annual family training and monitor family access trends</p>	<p>2022</p> <p>2023</p>	<p>Principals and Teachers</p> <p>Technology Director</p>	
<p>2.B. Engage families and community about curriculum goals and student learning outcomes</p>	<p>Help students understand the how and why of Proficiency-based Standards learning</p> <p>Create student advisory to meet with principals and central office administrators to solicit feedback on Proficiency-based Learning process</p> <p>Host ongoing family nights to inform families about student learning expectations</p> <p>Build partnerships that both welcome</p>	<p>Conduct and analyze periodic student and family surveys</p> <p>Monitor attendance trends at public and virtual meetings to address goals of Proficiency-based Standards system. Use family feedback to modify communication strategy</p> <p>Receive School Board feedback to either reinforce or modify family and community communication strategies</p>	<p>2021</p> <p>Annually</p> <p>Annually</p>	<p>Principals</p> <p>Communications Director Special Services Director</p> <p>School Board</p> <p>Principals</p>	<p>School Budget</p> <p>Title I Funds</p>

	community into our schools and engage students with community partners				
2.C. Explore branding options for the District	<p>Research District name change rules, articles of agreement with the Agency of Education</p> <p>Research process for a District name change and the impact on the Business Office</p>	<p>Seek advice from Tech Center staff on their branding process. Explore options for working with a branding consultant. Research availability of possible local businesses with branding expertise that might donate resources</p> <p>Create a task force and timeline to study possible new District name and identity branding themes</p>	2023	<p>Communications Director</p> <p>Business Manager</p>	School Budget
<p>Goal 3 - Develop Creative and Flexible Curriculum and Career Pathways That Enable Students to Become Successful Citizens and Skillful Workers</p>					
<i>Strategic Objectives</i>	<i>Action Step</i>	<i>Benchmarks</i>	<i>Implementation Timeline</i>	<i>Responsible for Monitoring Progress</i>	<i>Fund Source</i>
3.A. Provide summer academic and recreation services	Create an implementation plan for student summer	Contract with the YMCA to operate summer academic and recreational camps with	2021	YMCA Coordinator	Covid Funds

for students	academic and recreation services K-12	a focus on social emotional learning, school-based academic intervention, high school recovery, and provide meal services for 200 students			
3.B. Complete detailed student assessment framework	Clearly articulate all student assessment systems in each content area and grade level and use analysis to adapt learning practices	Professional Learning Groups assess all curricular areas and student needs during monthly data meetings. Weekly staff meetings focus on equity, social emotional learning work. Coordinate assessment work with Improving Student Learning Team (ISL) comprised of teachers, administrators and curriculum leaders Periodic Board monitoring reports	2021 Ongoing and formally 3x per year	MTSS Coordinator Assistant Superintendent Teachers School Board	Covid Funds School Budget
3.C. Implement Multiple Modes of instruction to reach all levels of students (Ex: Universal Design for Learning (UDL) in all classrooms)	Provide learning resources that meet diverse student learning needs	Align with staff and administrative development plan to meet goal	2022	Assistant Superintendent Principals MTSS Coordinator	School Budget

3.C. Expand alternative pathways to graduation	Identify Proficiency-based Standards graduation requirements	Assess the current baseline. Increase number of alternate pathway graduates by 5% annually	2023	Assistant Superintendent HS Principal	School Budget
3.E. Create clear scope and sequence and aligned curriculum	<p>Articulate curriculum with proficiency standards and learning progressions, PK-12</p> <p>Revise school schedules at all levels to allow for final implementation of Proficiency Based Learning/Standards Based Grading and Personalized Learning Plans. Incorporate times for retesting/reteaching and personal exploration for students.</p>	<p>Post on school websites</p> <p>Expectations communicated through online student, teacher, and family handbooks</p> <p>School Board Reports at Board Curriculum Committee</p> <p>Administrators work with Professional Learning Groups to ensure consistency across all classrooms and schools PBL and PLP implementation</p>	2023 Annually	<p>Assistant Superintendent</p> <p>Principals</p> <p>Teachers</p> <p>School Board</p> <p>Principals Assistant Superintendent</p>	School Budget
3.F. All students by the end of grade three meet or exceed learning standards in math and literacy	Teachers provide intervention services and additional supports for students behind grade level	Assess grade level learning and determine what additional interventions need to be implemented	Annually	<p>MTSS Coordinator</p> <p>Interventionists</p> <p>Teachers</p> <p>Principals</p>	<p>School Budget</p> <p>Covid funds</p>

3.G. Create Personal Learning Plan (PLP) for all students in grades 7-12	Implement Personal Learning Plans for each grade 7-12 student, outlining goals, assessments, and career exploration resources	Students and families establish individual goals based on personal, academic, and career interests	2023	Guidance Office and Advisors	School Budget
3.H. Provide age appropriate career cluster exposure in the curriculum for middle and high school students	Work with the Career Center to create middle and high school career exploratory experiences for middle and high school students	Align with middle and high school students Personal Learning Plan goal needs	2024	Guidance Office and Advisors Technical Center Assistant Director Principals/Guidance	School Budget
3.I. Provide all staff and administrators with deep investments in training, professional development, and support	Align with staff and administrative development plan to meet goal	Develop and compile a staff development survey that identifies skill building areas that need addressing for each staff, teacher, and administrator	Annually	Assistant Superintendent	School Budget Grants Covid Funds
3.J. Support administrators to increase their capacity as instruction leaders	Include this priority in every administrators annual goal plan	Annually monitor the number of classroom walk throughs and formal teacher evaluations	Annually	Superintendent	School Budget

Goal 4 - Provide the Physical, Mental, Emotional, and Environmental Resources that Students Need for Successful Learning and Personal Wellbeing

<i>Strategic Objectives</i>	<i>Action Step</i>	<i>Benchmarks</i>	<i>Implementation Timeline</i>	<i>Responsible for Monitoring Progress</i>	<i>Fund Source</i>
4.A. Provide social emotional learning resources for students across all grades	Align Positive Interventions, Behavioral Supports (PBIS) and Responsive Classrooms in elementary, Developmental Design at middle level, and Restorative practices in the high school	Integrate employee skill building within the staff development plan. Staff workshops and courses correspond to program implementation timelines	2021	Principals Assistant Superintendent	School Budget and Covid Funds
4.B. Staff acquire skills and resources to support the diverse academic and social learning needs of all students	Ensure all teachers, staff, and administrators receive ongoing trauma informed training	Integrate employee skill building within the staff development plan. Staff workshops and courses correspond to program implementation timelines	2022	Special Services Director Assistant Superintendent Principals	School Budget

	Continue to build student Social Emotional Learning (SEL) capacity	Assess current student behavior referrals and reduce behavior referrals by 5% annually	Annually	Special Services Director Assistant Superintendent	School Budget
4.C. Provide access to health and dental services for all students	Expand health and dental centers in all schools	Work with State Agencies to expand health and dental services in grades 9-12	2022	Superintendent, Principals, Facilities Director, and Nurses	Covid Funds
4.D. Focus on student wellness issues that include physical activity and nutrition	Develop school schedules that provide teachers with the structure and flexibility to integrate age-appropriate wellness breaks for students PK-12 Ensure all students have access to a diverse array of co-curricular and club activities Continue gains in providing students with nutritious school meals	Employee skill building integrated within the staff development plan. Staff workshops and courses correspond to program implementation timelines Food service director work with a nutritionist to ensure meals are healthy Food service director work with local food network	2023	Physical Education, Health Teachers, School Nurses, and Principals Nurses Health Teachers Food Service Director	School Budget
4.E. Assess school facilities for healthy building factors, i.e. air quality, water quality, light, noise, temperature,	Create a well health task force that includes a student, staff member, community representative, and an administrator to work with the facilities	Establish an acceptable baseline for each school's well health assessment data and develop a timeline for complying with state, federal, and	2024	Facilities Director Principals	Covid Funds School Budget

cleaning, and science lab chemicals, etc.	director to monitor the quality of each school's learning environment	international norms and regulations Work with the International Well Health Institute to learn about and establish building safety norms https://wellhealthsafety.com/			
---	---	--	--	--	--

Goal 5 - Promote Student Engagement and Ownership in Their Learning

<i>Strategic Objectives</i>	<i>Action Step</i>	<i>Benchmarks</i>	<i>Timeline</i>	<i>Who is Responsible for Monitoring Progress</i>	<i>Additional Funds Needed and Source(s)</i>
5.A. Create integrated interdisciplinary units of learning	Teachers work in Professional Learning Groups to develop interdisciplinary learning units	Students show 3% annual growth in local and state student assessment results	Annually	Teachers Principals	School Budget
5.B. Increase student ownership in accomplishing learning goals	Continue executive functioning skill building for students Help students develop self confidence and	Identify current baseline trend and increase student attendance and graduation rates by 3% per year	Annually	Teachers Principals	School Budget

	perseverance skills				
5.C. Expand student critical thinking skills	Help students acquire information gathering skills that separate facts from fiction	Increase student problem solving assessment data by 5% annually in writing, allied arts, and science...	Annually	Teachers Principals	School Budget
5.D. Develop Multi-Tiered Systems of Support (MTSS) initiative	Hire MTSS Coordinator to perform Recovery Plan Coordinator duties	Identify current baseline trend and decrease learning gaps for identified groups by 5% per year	2021	AOE required MTSS Recovery Coordinator Special Services Director	COVID funds
	Incorporate MTSS staff training in District Staff Development plan	Hire a Multi-tiered Systems of Support coordinator to align MTSS systems within and between schools	2022	Special Services Director Assistant Superintendent	Covid funds
5.E. Develop a system that promotes student voice	Ensure the curriculum and after school activities provide opportunities for students to build personal confidence by advocating for their self-interest and to engage in leadership development and public speaking experiences.	Partner with students and families to identify both competitive and collaborative co-curricular clubs, activities, and athletic programs that flexibly meet the individual and team interests of students	2023	Advisers Teachers	

5.F. Assess school culture and climate from student, teacher, and family perspectives	Conduct a school culture and climate survey that focuses on student aspirations and student voice in the school setting	Possible resources - Quaglia Institute Student, Parent, and Teacher Voice and Aspirations surveys: https://quagliainstitute.org/services/common-services-and-products-quaglia-school-voice-surveys-and-pd Use survey data to inform school policy and instructional practices	2023	Superintendent	Covid Funds School Budget
5.G. Create a Personal Learning Plan (PLP) for all students in grades 7-12	Implement Personal Learning Plans for each grade 7-12 student, outlining goals, assessments, and career exploration resources	Students and families collaborate with MS/HS staff to complete career interest inventories and use data to develop/update PLPs. Students and families identify PLP goals based on personal, academic, and career interests.	2024	Guidance Office Advisors Principals	School Budget